

Addendum for Schools Identified for Targeted or Additional Targeted Support and Improvement

A school improvement plan for schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) must be embedded within the school’s comprehensive school improvement plan (CSIP) as required by KRS 160.346(4)-(5) and 703 KAR 5:225.

This addendum outlines the specific requirements that must be addressed in the CSIP to meet federal and state expectations for TSI and ATSI schools. These requirements include targeted strategies and evidence-based activities to support the improvement of consistently underperforming student groups addressed in the goal building template. Evidence-based practices and activities chosen to address any priority goal area must be informed by the Needs Assessment for Schools and feedback from any onsite review conducted by the Kentucky Department of Education (KDE).

Special Considerations for TSI/ATSI Schools

TSI schools (including ATSI schools) must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI and ATSI schools in the following chart:

TSI and ATSI Additional Requirements
Components of Turnaround Leadership Development and Support:
Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful and sustainable increases in student achievement for underperforming subgroups? Response: McNabb Middle School ensures leadership capacity for accelerated improvement through distributed leadership structures and continuous professional learning aligned to identified subgroup needs. School leadership collaborates closely with district instructional leaders, special education leadership, and content specialists to support implementation of evidence-based instructional practices for students with disabilities. Leadership development focuses on: • Strengthening instructional leadership through data-informed decision-making using MAP, MVPA, KSA, and common assessment data; • Building leader and teacher capacity to support effective co-teaching, specially designed instruction (SDI), and Tier 1 access for students with disabilities; • Conducting regular classroom walkthroughs and feedback cycles focused on explicit instruction, student engagement, and alignment to Kentucky Academic Standards. School leaders participate in ongoing professional learning with district literacy and math teams to ensure consistent implementation of instructional frameworks and support sustainable improvement for underperforming subgroups.
Identification of Critical Resources Inequities:
Consider: Describe the process used to review the allocation and use of resources (people, time and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed. Response: McNabb Middle School conducted a review of resource allocation through analysis of staffing patterns, master scheduling, instructional materials, professional learning access, and intervention supports. This review identified potential inequities related to instructional access for students with disabilities, including interruptions to Tier 1 instruction and inconsistent implementation of co-teaching and SDI practices. To address these inequities, the school has: • Adjusted the master schedule to protect Tier 1 reading and math instruction for students with disabilities; • Allocated professional development funding to support co-teaching models, SDI, and evidence-based instructional practices; • Partnered with the district to implement targeted literacy and math curricula (SRA for reading; adoption of a supplemental math curriculum); • Leveraged district special education supports to ensure equitable access to instructional resources, coaching, and materials. These actions ensure that resources of people, time, and funding are aligned to the needs of the targeted subgroup.
Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students
Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance. Response: A review of academic data, discipline data, attendance trends, and learning environment indicators revealed that students with disabilities experience barriers related to instructional access, engagement, and behavior supports. To address these root causes, McNabb Middle School has implemented additional actions focused on strengthening learning culture and instructional consistency.

These actions include:

- Job-embedded professional learning on proactive behavior supports and restorative practices to reduce exclusionary discipline and increase instructional time;
- Increased instructional coaching focused on explicit instruction, practice opportunities, feedback, and vocabulary development;
- Strengthened PLC structures that prioritize data analysis and instructional planning for students with disabilities;
- Intentional alignment of academic supports across Tier 1, Tier 2, and special education services.

These additional actions support an inclusive learning environment that promotes access, engagement, and academic growth for students with disabilities.

Targeted Subgroups and Evidence-Based Interventions:

Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will you monitor the evidence-based practice to ensure it is implemented with fidelity?

Response:

Analysis of academic and non-academic data identified significant gaps in reading and mathematics achievement for students with disabilities. In response, McNabb Middle School will implement evidence-based instructional practices embedded within the CSIP to address these needs.

Key evidence-based practices include:

- Co-teaching using station teaching models to increase student engagement and access to grade-level instruction;
- Explicit instruction with structured practice, feedback, and vocabulary development as part of SDI;
- Implementation of SRA reading interventions for students with reading goals;
- Adoption of a supplemental math curriculum designed to support conceptual understanding and skill development for students with disabilities.

Implementation fidelity will be monitored through:

- Classroom walkthroughs and coaching feedback;
- PLC data review protocols;
- Progress monitoring tools, including MAP, MVPA, common assessments, and IEP progress monitoring.

These practices directly target the instructional needs contributing to TSI identification and are aligned to Kentucky Academic Standards.

TSI/ATSI Evidence-based Practices Documentation

TSI improvement plans must include at least one evidence-based practice (EBP) that is implemented to improve student outcomes that meet the definition of “evidence-based” under the Every Student Succeeds Act (ESEA) section 8101(21). The definition of “evidence-based” in ESEA section 8101(21) includes four levels of evidence from which interventions may be selected:

- **Strong evidence** from at least one well-designed and well-implemented *experimental study*;
- **Moderate evidence** from at least one well-designed and well-implemented *quasi-experimental study*;
- **Promising evidence** from at least one well-designed and well-implemented *correlational study* with statistical controls for selection bias; or
- **Demonstrates a rationale** based on high-quality research findings or positive evaluation that such activity, strategy or intervention is likely to improve student outcomes or other relevant outcomes and includes ongoing efforts to examine the effects of such activity, strategy or intervention.

More specific information regarding EBPs can be found on the Kentucky Department of Education’s [Evidence-based Practices website](#).

Complete the table below to document the evidence that supports the evidence-based intervention outlined in this plan.

Evidence-based Activity	Evidence Citation
Example: Train staff to implement inductive teaching strategies.	Example: Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.
Implementation of explicit instruction with practice and feedback for students with disabilities	Archer, A. L., & Hughes, C. A. (2011). <i>Explicit Instruction: Effective and Efficient Teaching</i> . Guilford Press.
Co-teaching with station teaching models	Friend, M., Cook, L., Hurley-Chamberlain, D., & Shamberger, C. (2010). Co-teaching: An illustration of complexity of collaboration in special education. <i>Journal of Educational and Psychological Consultation</i> , 20(1).
Structured literacy interventions (SRA)	Vaughn, S., & Fletcher, J. M. (2012). Response to intervention with secondary school students with reading difficulties. <i>Journal of Learning Disabilities</i> , 45(3).
Use of feedback and formative assessment	Use of feedback and formative assessment